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## PRINCIPLES OF TEACHERS PROCLAIMED

### National Association Adopts Platform On Public Questions

Oakland, Cal., Aug. 27.—The following is a summary of the declaration of principles of a great National Education association, representing 700,000 educators and 22,000,000 school children:  
1. The association looks upon the war now ravaging the continent of Europe as a tragedy having no parallel in history.  
The association expresses the fervent hope that the measures adopted at the peace settlement conference will be founded on justice and will thereby break down militarism and free the world from the fear of another calamity like the present. The association heartily endorses President Wilson concerning both the European and Mexican situations and gives him primary credit for the fact that this republic has remained law-abiding, despite currents of fear, hate and excitement, and stands firm on the only basis on which civilization can be restored or peace maintained—the foundation of law.  
2. Endorses the American school peace league.  
3. Deplores any attempt to militarize this country and declares against the establishment of compulsory military training in the schools.  
4. Suggests co-ordination of the organized forces of the civilized world to the end that the promotion of internationalism in education, science, art, industry and social service may be worked out.  
5. Suggests that the time has been reached when interdependence and mutual understanding should create their proper organs of expression through permanent officials whose duty would be to report to their home governments on the work and progress of constructive social agencies in the country of residence.  
6. Congratulates the Panama-Pacific exposition and declares its policy of making a series of congresses a central feature of the exposition and will leave a definite impress on national and world progress.  
7. Declares conservation and the improvement of child life most important task of teachers and recommends that all movements tending to improve conditions surrounding the morals, health and proper development of children be embodied.  
8. Suggests normal schools turn attention to the many important problems surrounding rural life and train teachers definitely for helpful constructive service among rural people.  
9. Recommends movement for the training of supervisory officers, as distinct from the teachers, and declares the problems of organization, administration and the supervision of instruction are now of such importance as to demand special study.  
10. Recommends in the interest of the schools that teachers be given adequate salaries, security of tenure and suitable retirement annuity.  
11. Goes on record as favoring vocational training and guidance.  
12. Calls attention to the fact that the needs of the people in the past will not suffice for the future, and that each of the important educational movements so far mentioned can mean nothing less than a further enlargement of the work and function of the school as the constructive instrument of democracy.

### TESTING THE VALUE OF THE KINDERGARTEN

The value of the kindergarten as tested by its results is discussed by Miss A. M. Winchester in an annual review of kindergarten work just issued by the commission of education. "For several years investigations have been undertaken in different cities," says the review, "for the purpose of ascertaining the advantage gained by children with kindergarten training over non-kindergarten children. The emphasis in these investigations has been placed usually upon the rate of speed with which the children make the successive grades. "The fallacy of drawing conclusions from such surveys," says Miss Winchester, "is manifest at once. It is well-nigh impossible to gauge the speed correctly, because in the first grade both kindergarten and non-kindergarten children are placed together, and by the rule of uniformity which seems necessary in school systems, the teacher unconsciously standardizes the progress of her class. The laggards are brought up by dint of conscientious work, and the forward ones are held in leash, so that by the time the fifth or sixth grade is reached, whatever special impetus may have resulted from the child's kindergarten training has ceased to be measurable. "In any event the permanent value of the kindergarten has little if any connection with the number of years required to go through the grades. The kindergarten's concern is with the content of the years rather than with their number; with the fullness of the life of the child rather than with the mere economy of time. Power to think and do, a tendency to assume right attitudes toward life, and ability to work and play happily with one's fellows—these are the results of training based upon the belief of education by development. "An investigation about to be undertaken by the International Kindergarten Union in this field, Miss Winchester points out, will involve making a study in several different cities of one set of children who entered kindergarten five years ago and another set in the same school who did not attend kindergarten. The records of these children will be examined with reference to their interests, attitudes, spirit toward one another, and with reference to their proficiency in school studies. The quality and spirit of the work of these children as well as the quality and spirit of the homes from which these children come will be taken into consideration.

### THE JUNIOR HIGH SCHOOL

Reorganization of education under the junior high school plan or something similar is definitely under way, according to Prof. T. H. Briggs, whose review of secondary education has just been issued by the U. S. bureau of education. "The junior high school has been defined 'as an organization of grades 7 and 8 or 7 to 9 to provide means for individual differences, especially by

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Boston Globe: One phase of the present contest in Europe is to see which side will be first to get the balk out of the Balkans.

### Quality Not—Quantity Marked In College Work

"College and university education has outgrown the boom stage," declares Dr. Samuel P. Capen, in the annual report of the U. S. commission of education just issued. "The day of the academic promoter of the inflation of values is over," continues Dr. Capen. "Expansion is still going on, but for the most part unaccompanied by the frenzied advertising so common in the past and encouragingly free from the optimistic confusion of prospects and realities. The developments of this year strengthen the condition which has been ripening for some time that higher education is now looking to its foundation and setting its house in order. "Colleges and universities have come under the sway of the slogan 'efficiency.' Surveys undertaken by outsiders and by officials of the Institution to be examined have become increasingly frequent. There has been vigorous activity on the part of several voluntary associations that concern themselves with standards of entrance, graduation, and constitutional equipment. Some of this activity has crystallized in the form of recommendations that will effect educational procedure over considerable areas. The adoption of some form of group system has been reported to the U. S. bureau of education by 21 institutions, undoubtedly only a fraction of the whole number of colleges that have taken this step. "The idea that it is quality rather than quantity of work done by a college student that counts toward effective education, has already received tangible recognition in a few institutions through the granting of extra credit for quality, says Dr. Capen. Several prominent institutions have been reorganized and other new departments have been formed; and several others are experimenting with new types of vocational courses related to local industrial activities. "Dr. Capen mentioned Montana, Kansas, and Idaho as "three more states where the administration of state institutions of higher education has been further centralized through recent legislative action."

an earlier introduction of pre-vocational work and of subjects usually taught in the high school. There are now 57 cities in the United States where junior high schools are organized in unmistakable form. "One advantage claimed for the junior high school," declares Dr. Briggs, "is that it groups children so that subjects seldom taught in the grammar grades may be introduced, thereby giving each pupil a more intelligent understanding of the work of the world, of the possibilities in the subject and in the pupil himself. "The junior high school also makes easier the transition of pupils to the high school. That the change between the elementary and the high school should be so sharp permits no justification. To bridge this gap by earlier introduction to high school subjects and methods of teaching has greatly improved results, it is claimed. "The junior high school has furthermore greatly decreased elimination of pupils from school. This elimination after the seventh, eighth, and ninth grades has been one of the greatest reproaches to our educational system. Any plan that promises to retain children in school beyond these grades is worthy of the most careful consideration. "That the junior high school furnishes an opportunity for various needed reforms in instruction is the final claim of the new movement, according to Dr. Briggs. He points out that in the junior high school a course of study based on the newer principles of psychology, sociology, and economics, various provisions for individual differences, and especially an improved method of teaching, can now be introduced. "Los Angeles (Cal.) high school; Butte (Mont.) high school; Wisconsin High School, Madison, Wis.; and Horace Mann School, New York City, are cited as successfully organized junior high schools. "Los Angeles having far outstripped all other cities in developing them."

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Brooks, "Johnny Crow's Garden;" Cox, "Browie books"; Poulson, "Runaway Dunkey;" Lear, "Nonsense Songs;" Drummond, "Monkey that Would not Kill;" Harris, "Uncle Remus" books; Howell, "Christmas every day in the year;" Thackeray, "The Rose and the Ring;" Wiggin, "Tales of Laughter;" Alden, "New Robinson Crusoe;" Bangs, "Half Hour with Jimmieboy;" Clemens, "Tom Sawyer;" Clemens, "Huckleberry Finn;" Paine, "Arkansas Bear;" Rice, "Mrs. Wiggs of the Cabbage Patch;" Swift, "Gulliver's Travels;" Baeppe, "Tales from the Travels of Baron Munchausen."

### FUNNY BOOKS IN THE LIBRARY

Because boys and girls sometimes like to read books that are just full of fun, some of this kind will be put on the display of shelf this week. The list is arranged as her subject. "Basis of Selection of Elementary School Libraries."  
Over 1000 new books will be received within a few weeks for the school department of the Public Library, to be distributed among the nine schools. Three junior school libraries will be established this year, one each at Washington, Lincoln and Grant schools.  
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Fall term of 12 weeks begins September 1